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| --- | --- | --- |
| Class / Level: 8th grade | Lesson Plan  Module title: Starting out | Page No (1) |
| Number of Classes: 3 | Lesson 1 | Date: from ……………………… |
| Previous Learning: |  |  |
| Vertical Integration: | Horizontal Integration: |  |

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| **No** | | **Specific Outcomes** | | | **Resources & Materials** | | **Instructional Strategies** | | **Assessment** | | | **Procedures** | **Duration** |
| Strategy | | Tool |
|  | | It is expected that students will:  1. Use words and | | | Student’s Book pages 4–5 | | Direct teaching Work with the book | | Performance based  assessment | | Chick list | Greeting my ss. establishing a friendly environment through preparing a FIND SOMEONE WHO survey activity to get them involved with each other. And then T. introduces Action Pack 8 to them. They complete the first two pages in the AB to revise the vocabulary and structures from  Action Pack 7and start with L1. T. asks students to read the title and to look at the introductory pictures to guess the meaning of the title and how  the pictures relate to the title, answering some questions given by T. / T. | 15 - 20 M |
| sentences to participate in  a discussion about | | | * Cassette | |  | | Observation | | Rating  scale | leads a discussion on what the module might be about. Then, read through the outcomes and see how accurate students’ guesses were. T.  reads through the questionnaire with students. Ss. put a mark next to the | 10 M |
| learning styles. | | | * Activity Book:   Module 1 – pages  4–6 | | Group work | | Questions and answers | |  | answers that best describe their preferences. T. tells ss. to work in pairs to discuss each other’s answers and make notes each student should then try to guess what type of learner they are.  In pairs, ss. read the description of learning styles and discuss them and describe the way they like to learn. | 5-10 M |
|  | | |  | |  | |  | |  |  | 15-20 M |
|  | | |  | | Pair work | |  | |  |  |  |
|  | | |  | |  | |  | |  |  | 10 M |
| Day & Date | | Section | Period | | Fulfilled Outcomes | | Homework | |
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Reflection:

1. I feel satisfied with ……………………………………
2. Challenges that faced me ……………………………

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1. Suggestion for improvement ……………………….

Lesson Plan Page No (2)

Class / Level: 8th grade module title: Starting out

Number of Classes: Lesson 1 Date: from ………………………

Previous Learning:

Vertical Integration: Horizontal Integration:

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| **No**  **.** | | **Specific Outcomes** | | | **Resources &**  **Materials** | | **Instructional**  **Strategies** | | **Assessment** | | | **Procedures** | **Duration** |
| Strategy | | Tool |
|  | | It is expected that students will:  2. Demonstrate understanding of a listening | | | Student’s Book pages 4–5 | | Direct teaching Work with the book | | Performanc e based  assessment | | Chick list | Greeting my ss. warming them up by doing an activity so that they can talk about their favourite way of learning and the best way to study English.  T. reads the instructions of the listening task about some advice on learning styles descriptions. Ss. listen and make notes. Then they share their ideas. | 10 M  10 M |
| text about learning styles. | | | * Cassette | |  | | Observation | | Rating  scale | T. refers to Activity Book page 6.T. ask ss. to use what they have |  |
|  | | |  | |  | |  | |  | learnt in the lesson to solve both exercises. The first ex. ss. work in |  |
|  | | |  | | Group work | |  | |  | pairs but the next one individually. They check work as a whole class | 20 M |
|  | | | * Activity Book: Module 1 – pages 4–6 | | Pair work | | Questions and answers | |  |  |  |
| Day & Date | | Section | Period | | Fulfilled  Outcomes | | Homework | |
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Reflection:

1. I feel satisfied with ……………………………………
2. Challenges that faced me ……………………………
3. Suggestion for improvement ………………………..

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| Prepared by : | | | | | | | | | School principle | | | | | | | | Date :……………….. | | | | Signature: | | |
|  | | | | | | | | | Lesson Plan | | | | | | | |  | | | | Page No (1) | | |
| Class / Level: 8th grade | | | | | | | | | Module title: Starting out | | | | | | | |  | | | |  | | |
| Number of Classes: 4 (2) | | | | | | | | | Lesson 2+3 | | | | | | | |  | | | | Date: from ……………………… | | |
| Previous Learning: | | | | | | | | | Let teens talk! | | | | | | | |  | | | |  | | |
| Vertical Integration: | | | | | | | | | Horizontal Integration: | | | | | | | |  | | | |  | | |
| **No** | | | **Specific Outcomes** | | | | **Resources &**  **Materials** | | | | **Instructional**  **Strategies** | | | **Assessment** | | | | | | **Procedures** | | **Duration** | | |
| Strategy | | | | Tool | |
|  | | | It is expected that students will:  1. Use a picture to make guesses about Hamzah’s | | | | Student’s Book pages 6–7 | | | | Direct teaching Work with the book | | | Performanc e based  assessment | | | Chick list | | | - Greeting ss. and warming them up by interviewing a student and let her talk about her routines. A student  reports what her classmate is used to doing. Students  look at the picture and answer the questions. Ss. look at the picture and answer the questions and then some | | | | 5-10 M  5 M | | |
| routines.  2. use the Present Simple | | | |  | | | |  | | | Observation | | | Rating scale | | | of them share their ideas. They check their answers as a class after reading. Ss. complete ex1 with the correct  verb forms individually, then they compare their | | | | 15 M | | |
| and the Present  Continuous tenses. | | | | * Cassette   + Activity Book:   Module 1 –  pages 7–8 | | | | Group work  Pair work | | | Questions and answers | | |  | | | answers. T. plays the cassette and give students time to check their answers from exercise. In pairs, ss.  choose a verb and put it in a meaningful sentence.  - After greeting ss. T. encourages them to practise present simple through Q and Answers.  Now, ss. have a chance to talk about themselves  answering the same questions using the present simple and present continuous. – T. Refer to A.B page 7, | | | | 15 M  15 M  10 M | | |
|  | | | |  | | | |  | | |  | | |  | | | exercises 3–4. | | | |  | | |
|  | | | |  | | | |  | | |  | | |  | | | T. clarifies the ex. 1- Grammar- ss. take some time to | | | |  | | |
|  | | | |  | | | |  | | |  | | |  | | | complete the activity. T. double checks their work by | | | | 10-15 M | | |
|  | | | |  | | | |  | | |  | | |  | | | Walking around them. Students use the table | | | |  | | |
|  | | | |  | | | |  | | |  | | |  | | | individually to make questions and they talk in turn. | | | |  | | |
| Day & Date | | | Section | Period | | | Fulfilled Outcomes | | | | Homework | | |
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Reflection:

1- I feel satisfied with ……………………………………

2- Challenges that faced me ……………………………

3- Suggestion for improvement ……………………….

Class / Level: 8th grade Module title: Starting out

Number of Classes: (2) out of 4 Lesson 2+3 Date: from ………………………

Previous Learning: Let teens talk!

Vertical Integration: Horizontal Integration:

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| **No** | | **Specific Outcomes** | | | **Resources & Materials** | | **Instruction al**  **Strategies** | | **Assessment** | | | **Procedures** | **Duration** |
| Strategy | | Tool |
|  | | It is expected that students will:  3. Use listening strategies to take notes about a | | | Student’s Book pages 6–7 | | Direct teaching Work with the book | | Performance based  assessment | | Chick list | - Greeting ss. and warming them up by playing a board game so as to form sentences on both present simple  and present continuous. - T. reads the Listening Strategies with the class and make sure students have a  clear understanding of them. Ss. write down the | 10-15 M  10-15 M |
| profile. | | |  | |  | | Observation | |  | important information while listening. T. plays the |  |
|  | | |  | |  | |  | |  | cassette and ss. listen and take notes. – In pairs, ss. of |  |
| 4. Write a paragraph for a specific purpose: a profile about a friend. | | | * Cassette   + Activity Book:   Module 1 –  pages 7–8 Ex.3+4 Ex 5+6 | | Group work  Pair work | | Questions and answers | | Rating scale | different LS work together in order to Ask each pair to compare their notes on Hamidah’s profile and see if they are able to find the five mistakes in the text and  correct them. Ss. listen to the audio again, checking their answers. In this class after greeting ss. T. refers them to the A.B to complete ex.5. The paragraph they write should be of similar length and detail to  Hamidah’s. They work individually to complete ex. 6  - Ss. work individually to write a profile about one of their friends using the Present Simple tense. They use a | 15 M  15 M  5-10 M  5 M |
|  | | |  | |  | |  | |  | graphic organizer to make notes. T. gives them tips |  |
|  | | |  | |  | |  | |  | about the things they can write. Walk around the class |  |
|  | | |  | |  | |  | |  | monitoring the activity. Some ss. read out their | 5 M |
|  | | |  | |  | |  | |  | profiles. The rest listens and identify the wrong inf. |  |
| Day & Date | | Section | Period | | Fulfilled  Outcomes | | Homework | |
|  | |  |  | |  | |  | |
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Reflection:

1- I feel satisfied with ……………………………………

2- Challenges that faced me ……………………………

3- Suggestion for improvement ……………………….

Lesson Plan Page No (1)

Class / Level: 8th grade Module title: Starting out

Number of Classes: 3 Lesson 4+5 Date: from ………………………

Previous Learning: Keeping traditional Arabian crafts alive Vertical Integration: Horizontal Integration:

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| **No** | | **Specific Outcomes** | | | **Resources & Materials** | | **Instruction al**  **Strategies** | | **Assessment** | | | **Procedures** | **Duration** |
| Strategy | | Tool |
|  | | It is expected that students will:  1. skim a text about someone’s story | | | * Student’s Book pages 8–9   •Dictionaries   * Glossary – Activity Book page 66 * Cassette * Activity Book:   Module 1 –  pages 8–9 Worksheet | | Direct teaching Work with the book | | Performance based  assessment | | Chick list | - Greeting ss. and warming them up by showing ss. some photos of traditional Arabian crafts and asking them about the objects in the picture and what the title means. Ss. read Um Issam’s story, completing the  correct form of the verbs, then check their guesses from | 5 M  5-10 M  5 M |
| 2. scan a text about | | |  | | Observation | |  | the previous ex. They read the article and complete it  correctly. T. walks around the class monitoring the | 10 M |
| someone’s story  3. use context to guess the meaning of new  words | | | Group work | | Questions and answrs | | Rating  scale | activity. Ss. listen to the cassette to check their answers.   * Ss. listen and guess the meanings of the words in context. They use a dictionary or the Activity Book glossary and they check their work in groups. * T. reads the sentences asking the ss. to listen for the | 10 M |
|  | | |  | |  | |  | mistakes in each one. They read each sentence again and  underline the mistakes and then they check the answers. | 20 M |
|  | | | Pair work | |  | |  | Now, a student asks the question, and the other writes |  |
|  | | |  | |  | |  | down the answer in a full sentence. They should refer |  |
|  | | |  | |  | |  | back to the text to make sure their answers are correct. |  |
| Day & Date | | Section | Period | | Fulfilled  Outcomes | | Homework | |
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Reflection:

1. I feel satisfied with ……………………………………
2. Challenges that faced me ……………………………

…………………………………………

1. Suggestion for improvement ……………………….

Lesson Plan

Class / Level: 8th grade Module title: Starting out

Page No (2)

Number of Classes: Lesson 4+5 Date: from ………………………

Previous Learning: Keeping traditional Arabian crafts alive Vertical Integration: Horizontal Integration:

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| **No** | | **Specific Outcomes** | | | **Resources & Materials** | | **Instructional Strategies** | | **Assessment** | | | **Procedures** | **Duration** |
| Strategy | | Tool |
|  | | It is expected that students will:  4. use the Past Simple | | | * Student’s Book pages   8–9  •Dictionaries   * Glossary – Activity   Book page 66   * + Cassette     - Activity Book:   Module 1 –  pages 8–9 | | Direct teaching Work with the book | | Performanc e based  assessment | | Chick list | - Two conﬁdent ss. read the dialogue. When they reach the blanks, ask different students to suggest the correct form of the verb. They complete the ex. in their notebooks and check it together. Now, they listen to the  audio and check their answers. | 15-20 M |
|  | | |  | | Observation | |  | - Ss. read the Speaking Strategies. T. explains that such |  |
| 5. use words and  sentences to participate in a debate about traditional crafts and modern art | | | Group work | | Questions and answers | | Rating scale | expressions indicate opinion. T. divides the class into  groups tell them which point of view they will be defending. Ss. prepare their ideas and make notes. A few ss. from each group present their opening  argument.  T. refers to the AB ex. 8-9 Ex. 8 and 9. Ss. will practise using the correct verbs. Ss. choose a new vocabulary | 15-20 M  15- 20 M |
|  | | | Pair work | |  | |  | word from the module, Then, they should think of |  |
|  | | |  | |  | |  | other English words they know that begin with each |  |
|  | | |  | |  | |  | letter of their chosen word. |  |
|  | | |  | |  | |  | After they finish, ask for volunteers to give the |  |
|  | | |  | |  | |  | answers |  |
| Day & Date | | Section | Period | | Fulfilled Outcomes | | Homework | |
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Reflection:

1. I feel satisfied with ……………………………………
2. Challenges that faced me ……………………………

Suggestion for improvement ………………………..

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|  | | | | Lesson Plan | | | | | | | | | Page No (1) | |
| Class / Level: 8th grade | | | | Module title: Different cultures, different lifestyles | | | | | | | | |  | |
| Number of Classes: 3 classes | | | | Lesson 1 | | | | | | | | | Date: from ……………………… | |
| Previous Learning: | | | |  | | | | | | | | |  | |
| Vertical Integration: | | | | Horizontal Integration: | | | | | | | | |  | |
| **No** | **Specific Outcomes** | | | | **Resources & Materials** | | **Instruction al**  **Strategies** | | **Assessment** | | | **Procedures** | | **Duration** | |
| Strategy | | Tool |
|  | It is expected that students | | | | * Student’s Book pages   10–11  •  Dictionaries   * Glossary – Activity   Book page 66   * + Cassette     - Activity Book:   Module 2 –  page 10 | |  | |  | |  | Greeting ss. and warming them up. T. reads through the questions with ss. They try to identify where the people in the photographs might live. T. plays the  cassette and gives students time to take notes. Ss. listen again to check their answers. They have a discussion.   * T. plays the cassette and ask ss. to work out the meanings of the key words from the context. They work in groups checking their answers using a   dictionary or the glossary. Then they choose the correct definition.   * They should now use the new vocabulary to discuss the differences between their lives and those of the   characters on the cassette.   * T. refers to Activity Book page 10, exercise 1. Ss. complete the exercise. T. walks around to check and help ss. | | 10 | |
| will:  1. use pictures to make | | | | Direct teaching Work with  the book | | Performance based  assessment | | Chick list | 10 M | |
| guesses about people’s | | | |  | |  | |  |  | |
| lifestyles | | | |  | | Observation | | Rating scale | 20 | |
| 2. use the sequence of sentences to identify the main idea while listening | | | | Group work | | Questions and answers | |  | 15 M | |
| to people talk about their | | | |  | |  | |  |  | |
| culture and lifestyle | | | |  | |  | |  | 15 M | |
| 3. use context to guess | | | | Pair work | |  | |  |  | |
| the meaning of new words | | | |  | |  | |  |  | |
| Day & Date | | | Section | Period | | | Fulfilled  Outcomes | | Homework | |
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Reflection:

1- I feel satisfied with ……………………………………

2- Challenges that faced me ……………………………

3- Suggestion for improvement ………………………..

Lesson Plan Page No (2)

Class / Level: 8th grade Module title: Different cultures, different lifestyles

Number of Classes: 3 Lesson tittle **Choose your own lifestyle** Date: from Previous Learning:

Vertical Integration: Horizontal Integration:

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| **No** | | **Specific Outcomes** | | | **Resources & Materials** | | **Instructional Strategies** | | **Assessment** | | | **Procedures** | **Duration**  Mins |
| Strategy | | Tool |
|  | | It is expected that students | | | Student’s Book pages 12–14  •  Dictionaries   * Glossary – Activity Book page 66 * Cassette * Activity Book:   Module 2 – pages 10–12 | |  | | performance based  assessment  Observation  Questions and answers | |  | - Greeting ss. and warming them up  - students guess where the man is and what he might be doing there.   * students discuss their comparisons in groups * students read the article * students discuss the questions   students work in pairs read the key words and guess their meanings.   * students refer to the article so they can see how the words are used in context before they look them up in a dictionary or the glossary * Ss use the words correctly by writing a sentence in their notebooks for each given word.   - Ss Play a quick game with the students in order to remind them of the Present Simple and Present Continuous tenses   * T gives students a few examples to make sure they understand the difference between the two tenses * Ss do exercise 1   In pairs Ss identify the correct and incorrect sentences   * Ss have a discussion about what might make the lives of the Nyangatom easier. * Students read the rubric individually and the combine their knowledge of the Present Simple and Present Continuous tenses with what they   have read in the text to work out what each sentence means.  - T asks different students to suggest the correct form of the verb.  T plays the cassette and have students listen to the dialogue. Check their answers against it.  - | 5  10  10  10  10  10  10  10  5  10  5  5  10 |
| will: | | | Direct  teaching | | Chick  list |
| use a picture to make guesses for a reading task | | | Work with the book | |  |
| * interpret an article about a documentary maker by   answering critical-thinking | | |  | | Rating scale |
| questions | | |  | |  |
| * use context to guess the | | |  | |  |
| meaning of new words   * use dictionaries and glossaries | | | Group work | |  |
| to confi rm and clarify | | |  | |  |
| the meaning of words | | |  | |  |
| * use the Present Simple and | | |  | |  |
| the Present Continuous | | |  | |  |
| tenses to ask and answer | | | Pair work | |  |
| questions | | |  | |  |
| Day & Date | | Section | Period | | Fulfilled  Outcomes | | Homework | |
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Reflection:

1. I feel satisfied with ……………………………………
2. Challenges that faced me ……………………………

…………………………………… 3- Suggestion for improvement ………………………..

Lesson Plan Page No (3)

Class / Level: 8th grade Module title: Different cultures, different lifestyles

Number of Classes: 3 Lesson **Stories around the world**2 and 3 Date: from Previous Learning:

Vertical Integration: Horizontal Integration:

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| **No** | **Specific Outcomes** | **Resources &**  **Materials** | **Instructional**  **Strategies** | **Assessment** | | **Procedures** | **Duration** | |
| Strategy | Tool |
|  | It is expected that students will: | Student’s Book pages 15–17   * Dictionaries * Glossary – Activity Book page 66 * Cassette * Activity Book: Module 2 – pages 12–13 | Direct teaching | Performance based  assessment  Observation  Questions and answers | Chick list | -  - Greeting ss. and warming them up  - students to look at the picture and have a discussion about it  - Ss have a discussion on the types of things they think they will read | 10  10  5  10  10  5  15  10  10  5  10  10 | 5 |
| use context to guess the meaning of new words   * use dictionaries and glossaries to confi rm and clarify   the meaning of words   * identify facts and opinions * develop strategies of listening | Work with the book | Rating scale | about in the section.  T tells students that this lesson is about different kinds of stories from around the world and the key words in the box are related to this topic.  - students work in pairs to guess the meaning of the key word.  - students work in pairs to match the Find the words’ definitions with the correct word from their new vocabulary.  -Ss read the Reading Strategies with the class and make sure students understand that it is important to distinguish between facts and opinions  when reading texts |
| about an exceptional  poet   * write notes about a person to use them in a | Group work |  | * T gives students time to read the article on writing from around the world. Ask them to underline any words they do not know. * T asks students to read and answer then questions from the rubric, basing their opinions on facts from the text   -T puts the students in pairs to discuss their answers. |
| presentation |  |  | - T asks students to read the rubric and gives them time to work |
| * speak clearly about an exceptional Jordanian person | Pair work |  | individually answering the questions.   * Students listen to the dialogue while doing the exercise individually. * students think carefully about whom they would describe as exceptional. It could be a famous Jordanian or somebody they know personally. |
|  |  |  | - The students’ aim is to convince the rest of the class that the person they |
|  |  |  | have chosen is one of the most exceptional Jordanians. |
|  |  |  | - Have a class vote Who do students think is the |
|  |  |  | most exceptional out of the people chosen in |
|  |  |  | exercise 6 |

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| Day & Date | Section | Period | Fulfilled Outcomes | Homework |
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Reflection:

1- I feel satisfied with ……………………………………

2- Challenges that faced me ……………………………

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3- Suggestion for improvement ………………………..

Lesson Plan Page No (4)

Class / Level: 8th grade Module title: Different cultures, different lifestyles

Number of Classes: 2 Lesson title : Communication Workshop

**Writing a personal letter** Date: from ………………………

Previous Learning:

Vertical Integration: Horizontal Integration:

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| **No** | **Specific Outcomes** | **Resources &**  **Materials** | **Instructional**  **Strategies** | **Assessment** | | **Procedures** | **Duration** |
| Strategy | Tool |
|  | **It is expected that students will:**  - use organisational patterns to  identify parts of a letter | **Student’s Book page 18**   * **Activity Book: Module 2 – pages 14–16** | Direct teaching Work with | Performanc e based  assessment | Chick list | -  - Greeting ss. and warming them up  - students read the letter and work through the questions in pairs.  - students read the Writing Strategies and plan their own letter or email | 5  10  10 |
| * write a letter about one’s life in   a city   * revise written work for clarity, correctness and   coherence | the book | Observation | Rating scale | * students read through the headings individually. * T makes sure students understand what each of the headings means. * students read through the letter again with each of the headings in mind. In their notebooks, they should match each paragraph number with the letter of the corresponding heading. | 5  5  10 |
|  |  |  |  | - students work in pairs choose the city they will imagine living in  and make notes about their imaginary life in this city, using the | 10 |
|  | Group work | Questions |  | listed questions as a guide  - T reads the rubric and make sure students understand that they should make use of their notes and the feedback from the previous | 10 |
|  |  | and  answers |  | exercise.  - students use their Writing Strategies plan to write a full letter, including the elements in Mustafa’s letter (address, date, | 10 |
|  |  |  |  | questions, etc.) |  |
|  | Pair work |  |  | - students complete Assessment Tool 2 on page 73 of the Activity Book. | 10 |

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| Day & Date | Section | Period | Fulfilled  Outcomes | Homework |
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Reflection:

1. I feel satisfied with ……………………………………
2. Challenges that faced me ……………………………

3- Suggestion for improvement ………………………..

Lesson Plan Page No (5)

Class / Level: 8th grade Module title: Different cultures, different lifestyles

Number of Classes: 3 Lesson Language Development Date: from Previous Learning:

Vertical Integration: Horizontal Integration:

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| **No** | | **Specific Outcomes** | | | **Resources & Materials** | | **Instructional Strategies** | | **Assessment** | | | **Procedures** | **Duration** |
| Strategy | | Tool |
|  | | It is expected that students will:  To use sentences in the Present Simple and the Present Continuous tenses   * To use sentences in the negative and interrogative forms * To identify words from   definitions to complete a | | | Student’s Book pages 19–20   * Cassette * Activity Book: Module 2 – pages 17–18 Worksheet | | Direct teaching Work with the book | | Performanc e based  assessment  Observation | | Chick list  Rating scale | - Greeting ss. and warming them up   * The class review the Present Continuous and the Present Simple tenses. And working with the worksheet * Students work individually or in pairs to complete the activity   -T plays the cassette and tells students to check their own answers.   * T reads the rubric and makes sure students understand the activity. Then writes two examples on the board and works through them as a class * students read the rubric and complete the | 5  20  10  5  5  5  5  10  10  10  10  15 |
| crossword puzzle | | |  | |  | |  | activity in pairs  - T Puts students into small groups to match each word with the |
|  | | | Group work | |  | |  | correct definition  - Once groups have had time to complete the activity, T invites |
|  | | |  | | Questions  and answers | |  | several students to connect each word to the correct definition by drawing a line between them.  - T Puts the students into groups of four and explains that crossword puzzles are a fun way to keep the vocabulary |
|  | | |  | |  | |  | words in mind. |
|  | | | Pair work | |  | |  | - T Then, asks them to complete the task. And  reminds them that there is a time limit for solving |
|  | | |  | |  | |  | the puzzle. |
|  | | |  | |  | |  | - T asks students to guess the answer to the question |
|  | | |  | |  | |  | and then to do research to correct or justify their |
|  | | |  | |  | |  | answers. |
|  | | |  | |  | |  | -Ss do the exercises in their AB pages 17 and 19 |
| Day & Date | | Section | Period | | Fulfilled  Outcomes | | Homework | |
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Reflection:

1. I feel satisfied with ……………………………………
2. Challenges that faced me ……………………………

…………………………………… 3- Suggestion for improvement ………………………..

Lesson Plan Page No 6)

Class / Level: 8th grade Module title: Different cultures, different lifestyles

Number of Classes: 1 Lesson 2 **Project**

**Children from different cultures** Date: from ………………………

Previous Learning:

Vertical Integration: Horizontal Integration:

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| **No** | | **Specific Outcomes** | | | **Resources &**  **Materials** | | **Instructional**  **Strategies** | | **Assessment** | | | **Procedures** | **Duration** |
| Strategy | | Tool |
|  | | It is expected that students will:  - use simple English reference material in the school to  do some research   * - write notes guided by a set of questions * - write a report by expanding notes * - take part in a well-prepared authentic presentation to   the class | | | Student’s Book page 21   * Paper, marker pens, scissors,   glue sticks | | Direct teaching Work with the book  Pair work  Group work | | Performance based  assessment  Observation  Questions and answers | | Chick list  Rating scale | -   * Greeting ss. and warming them up * T directs students’ attention to the miniature report on Amazon children * T tells students to pay attention to the kinds of information and pictures they like. This might give them ideas about what to   include in their own reports.   * Ss work in pairs , each pair should choose a region where indigenous people live * Ss should do research, using the Internet * Ss use their notes to write a report   - Ss should get pictures(or maybe draw them) to include in their report. | 5  5  5  10  10  10 |
| Day & Date | | Section | Period | | Fulfilled Outcomes | | Homework | |
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Reflection:

1. I feel satisfied with ……………………………………
2. Challenges that faced me ……………………………

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3- Suggestion for improvement ………………………..

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| Class / Level: 8th grade | | | | | Module title: Different cultures, different lifestyles | | | | | | | | |  | | |
| Number of Classes: 3 classes | | | | | Lesson 1 | | | | | | | | | Date: from ……………………… | | |
| Previous Learning: | | | | |  | | | | | | | | |  | | |
| Vertical Integration: | | | | | Horizontal Integration: | | | | | | | | |  | | |
| **No** | | **Specific Outcomes** | | **Resources & Materials** | | | **Instruction al**  **Strategies** | | **Assessment** | | | | **Procedures** | | | **Duration** | | |
| Strategy | | Tool | |
|  | | It is expected that students | | * Student’s Book pages   10–11  •  Dictionaries   * Glossary – Activity   Book page 66   * + Cassette     - Activity Book:   Module 2 –  page 10 | | |  | |  | |  | | Greeting ss. and warming them up. T. reads through the questions with ss. They try to identify where the people in the photographs might live. T. plays the  cassette and gives students time to take notes. Ss. listen again to check their answers. They have a discussion.   * T. plays the cassette and ask ss. to work out the meanings of the key words from the context. They work in groups checking their answers using a   dictionary or the glossary. Then they choose the correct definition.   * They should now use the new vocabulary to discuss the differences between their lives and those of the   characters on the cassette.   * T. refers to Activity Book page 10, exercise 1. Ss. complete the exercise. T. walks around to check and help ss. | | | 10 | | |
| will:  1. use pictures to make | | Direct teaching Work with  the book | | Performance based  assessment | | Chick list | | 10 M | | |
| guesses about people’s | |  | |  | |  | |  | | |
| lifestyles | |  | | Observation | | Rating scale | | 20 | | |
| 2. use the sequence of sentences to identify the main idea while listening | | Group work | | Questions and answers | |  | | 15 M | | |
| to people talk about their | |  | |  | |  | |  | | |
| culture and lifestyle | |  | |  | |  | | 15 M | | |
| 3. use context to guess | | Pair work | |  | |  | |  | | |
| the meaning of new words | |  | |  | |  | |  | | |
| Day | | Section | | Period | | | Fulfilled | | Homework | |  | | | | | | | |
| & | |  | |  | | | Outcomes | |  | |
| Date | |  | |  | | |  | |  | |
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Reflection:

1. I feel satisfied with ……………………………………
2. Challenges that faced me ……………………………
3. Suggestion for improvement ………………………..

Lesson Plan Page No (2)

Class / Level: 8th grade Module title: Different cultures, different lifestyles

Number of Classes: 3 Lesson tittle **Choose your own lifestyle** Date: from Previous Learning:

Vertical Integration: Horizontal Integration:

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **No** | | **Specific Outcomes** | | | **Resources & Materials** | | **Instructional Strategies** | | **Assessment** | | | **Procedures** | **Duration**  Mins |
| Strategy | | Tool |
|  | | It is expected that students | | | Student’s Book pages 12–14  •  Dictionaries   * Glossary – Activity Book page 66 * Cassette * Activity Book:   Module 2 – pages 10–12 | |  | | Performanc e based  assessment  Observation  Questions and answers | |  | - Greeting ss. and warming them up  - students guess where the man is and what he might be doing there.   * students discuss their comparisons in groups * students read the article * students discuss the questions   students work in pairs read the key words and guess their meanings.   * students refer to the article so they can see how the words are used in context before they look them up in a dictionary or the glossary * Ss use the words correctly by writing a sentence in their notebooks for each given word.   - Ss Play a quick game with the students in order to remind them of the Present Simple and Present Continuous tenses   * T gives students a few examples to make sure they understand the difference between the two tenses * Ss do exercise 1   In pairs Ss identify the correct and incorrect sentences   * Ss have a discussion about what might make the lives of the Nyangatom easier. * Students read the rubric individually and the combine their knowledge of the Present Simple and Present Continuous tenses with what they   have read in the text to work out what each sentence means.  - T asks different students to suggest the correct form of the verb.  T plays the cassette and have students listen to the dialogue. Check their answers against it.  - | 5  10  10  10  10  10  10  10  5  10  5  5  10 |
| will: | | | Direct  teaching | | Chick  list |
| use a picture to make guesses for a reading task | | | Work with the book | |  |
| * interpret an article about a documentary maker by   answering critical-thinking | | |  | | Rating scale |
| questions | | |  | |  |
| * use context to guess the | | |  | |  |
| meaning of new words   * use dictionaries and glossaries | | | Group work | |  |
| to confirm and clarify | | |  | |  |
| the meaning of words | | |  | |  |
| * use the Present Simple and | | |  | |  |
| the Present Continuous | | |  | |  |
| tenses to ask and answer | | | Pair work | |  |
| questions | | |  | |  |
| Day & Date | | Section | Period | | Fulfilled Outcomes | | Homework | |
|  | |  |  | |  | |  | |
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Reflection:

1. I feel satisfied with ……………………………………
2. Challenges that faced me ……………………………

3- Suggestion for improvement

Lesson Plan Page No (3)

Class / Level: 8th grade Module title: Different cultures, different lifestyles

Number of Classes: 3 Lesson **Stories around the world**2 and 3 Date: from Previous Learning:

Vertical Integration: Horizontal Integration:

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| **No** | **Specific Outcomes** | **Resources & Materials** | **Instructional Strategies** | **Assessment** | | **Procedures** | **Duration** | |
| Strategy | Tool |
|  | It is expected that students will: | Student’s Book pages 15–17   * Dictionaries * Glossary – Activity Book page 66 * Cassette * Activity Book: Module 2 – pages 12–13 | Direct teaching | Performance based  assessment  Observation  Questions and answers | Chick list | -  - Greeting ss. and warming them up  - students to look at the picture and have a discussion about it  - Ss have a discussion on the types of things they think they will read | 10  10  5  10  10  5  15  10  10  5  10  10 | 5 |
| use context to guess the meaning of new words   * use dictionaries and glossaries to confi rm and clarify   the meaning of words   * identify facts and opinions * develop strategies of listening | Work with the book | Rating scale | about in the section.  T tells students that this lesson is about different kinds of stories from around the world and the key words in the box are related to this topic.  - students work in pairs to guess the meaning of the key word.  - students work in pairs to match the Find the words’ definitions with the correct word from their new vocabulary.  -Ss read the Reading Strategies with the class and make sure students understand that it is important to distinguish between facts and opinions  when reading texts |
| about an exceptional  poet   * write notes about a person to use them in a | Group work |  | * T gives students time to read the article on writing from around the world. Ask them to underline any words they do not know. * T asks students to read and answer then questions from the rubric, basing their opinions on facts from the text   -T puts the students in pairs to discuss their answers. |
| presentation |  |  | - T asks students to read the rubric and gives them time to work |
| * speak clearly about an exceptional Jordanian person | Pair work |  | individually answering the questions.   * Students listen to the dialogue while doing the exercise individually. * students think carefully about whom they would describe as exceptional. It could be a famous Jordanian or somebody they know personally. |
|  |  |  | - The students’ aim is to convince the rest of the class that the person they |
|  |  |  | have chosen is one of the most exceptional Jordanians. |
|  |  |  | - Have a class vote Who do students think is the |
|  |  |  | most exceptional out of the people chosen in |
|  |  |  | exercise 6 |

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| Day & Date | Section | Period | Fulfilled Outcomes | Homework |
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Reflection:

1. I feel satisfied with ……………………………………
2. Challenges that faced me ……………………………

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3- Suggestion for improvement ………………………..

Lesson Plan Page No (4)

Class / Level: 8th grade Module title: Different cultures, different lifestyles

Number of Classes: 2 Lesson title : Communication Workshop

**Writing a personal letter** Date: from ………………………

Previous Learning:

Vertical Integration: Horizontal Integration:

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| **No** | | **Specific Outcomes** | | | **Resources & Materials** | | **Instructional Strategies** | | **Assessment** | | | **Procedures** | **Duration** |
| Strategy | | Tool |
|  | | **It is expected that students will:**  - use organisational patterns to  identify parts of a letter | | | **Student’s Book page 18**   * **Activity Book: Module 2 – pages 14–16** | | Direct teaching Work with | | Performance based  assessment | | Chick list | -  - Greeting ss. and warming them up  - students read the letter and work through the questions in pairs.  - students read the Writing Strategies and plan their own letter or email | 5  10  10 |
| * write a letter about one’s life in   a city   * revise written work for clarity, correctness and   coherence | | | the book | | Observation | | Rating scale | * students read through the headings individually. * T makes sure students understand what each of the headings means. * students read through the letter again with each of the headings in mind. In their notebooks, they should match each paragraph number with the letter of the corresponding heading. | 5  5  10 |
|  | | |  | |  | |  | - students work in pairs choose the city they will imagine living in  and make notes about their imaginary life in this city, using the | 10 |
|  | | | Group work | | Questions | |  | listed questions as a guide  - T reads the rubric and make sure students understand that they should make use of their notes and the feedback from the previous | 10 |
|  | | |  | | and  answers | |  | exercise.  - students use their Writing Strategies plan to write a full letter, including the elements in Mustafa’s letter (address, date, | 10 |
|  | | |  | |  | |  | questions, etc.) |  |
|  | | | Pair work | |  | |  | - students complete Assessment Tool 2 on page 73 of the Activity Book. | 10 |
| Day & Date | | Section | Period | | Fulfilled Outcomes | | Homework | |
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Reflection:

1. I feel satisfied with ……………………………………
2. Challenges that faced me ……………………………

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3- Suggestion for improvement ………………………..

Lesson Plan Page No (5)

Class / Level: 8th grade Module title: Different cultures, different lifestyles

Number of Classes: 3 Lesson Language Development Date: from Previous Learning:

Vertical Integration: Horizontal Integration:

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| **No** | | **Specific Outcomes** | | | **Resources &**  **Materials** | | **Instructional**  **Strategies** | | **Assessment** | | | **Procedures** | **Duration** |
| Strategy | | Tool |
|  | | It is expected that students will:  To use sentences in the Present Simple and the Present Continuous tenses   * To use sentences in the negative and interrogative forms * To identify words from   definitions to complete a | | | Student’s Book pages 19–20   * Cassette * Activity Book: Module 2 – pages 17–18 Worksheet | | Direct teaching Work with the book | | Performance based  assessment  Observation | | Chick list  Rating scale | - Greeting ss. and warming them up   * The class review the Present Continuous and the Present Simple tenses. And working with the worksheet * Students work individually or in pairs to complete the activity   -T plays the cassette and tells students to check their own answers.   * T reads the rubric and makes sure students understand the activity. Then writes two examples on the board and works through them as a class * students read the rubric and complete the | 5  20  10  5  5  5  5  10  10  10  10  15 |
| crossword puzzle | | |  | |  | |  | activity in pairs  - T Puts students into small groups to match each word with the |
|  | | | Group work | |  | |  | correct definition  - Once groups have had time to complete the activity, T invites |
|  | | |  | | Questions  and answers | |  | several students to connect each word to the correct definition by drawing a line between them.  - T Puts the students into groups of four and explains that crossword puzzles are a fun way to keep the vocabulary |
|  | | |  | |  | |  | words in mind. |
|  | | | Pair work | |  | |  | - T Then, asks them to complete the task. And  reminds them that there is a time limit for solving |
|  | | |  | |  | |  | the puzzle. |
|  | | |  | |  | |  | - T asks students to guess the answer to the question |
|  | | |  | |  | |  | and then to do research to correct or justify their |
|  | | |  | |  | |  | answers. |
|  | | |  | |  | |  | -Ss do the exercises in their AB pages 17 and 19 |
| Day & Date | | Section | Period | | Fulfilled Outcomes | | Homework | |
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Reflection:

1 -I feel satisfied with ……………………………………

2- Challenges that faced me ……………………………

3- Suggestion for improvement ………………………..

Lesson Plan Page No 6)

Class / Level: 8th grade Module title: Different cultures, different lifestyles

Number of Classes: 1 Lesson 2 **Project**

**Children from different cultures** Date: from ………………………

Previous Learning:

Vertical Integration: Horizontal Integration:

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| **No** | | **Specific Outcomes** | | | **Resources & Materials** | | **Instructional Strategies** | | **Assessment** | | | **Procedures** | **Duration** |
| Strategy | | Tool |
|  | | It is expected that students will:  - use simple English reference material in the school to  do some research   * - write notes guided by a set of questions * - write a report by expanding notes * - take part in a well-prepared authentic presentation to   the class | | | Student’s Book page 21   * Paper, marker pens, scissors,   glue sticks | | Direct teaching Work with the book  Group work | | Performance based  assessment  Observation | | Chick list  Rating scale | -   * Greeting ss. and warming them up * T directs students’ attention to the miniature report on Amazon children * T tells students to pay attention to the kinds of information and pictures they like. This might give them ideas about what to   include in their own reports.   * Ss work in pairs , each pair should choose a region where indigenous people live * Ss should do research, using the Internet * Ss use their notes to write a report   - Ss should get pictures(or maybe draw them) to include in their report. | 5  5  5  10  10  10 |
|  | |  | | |  | | Pair work | | Questions and answers | |  |  |  |
| Day & Date | | Section | Period | | Fulfilled Outcomes | | Homework | |
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Reflection:

1. I feel satisfied with ……………………………………
2. Challenges that faced me ……………………………

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3- Suggestion for improvement ………………………..

**Lesson Plan** Page No ( 1 )

Class / Level :8th grade module title : What’s a hero?

Number of Classes : 2 unit title What’s a hero?

Date: from ………………………

Previous Learning Vertical Integration: Horizontal Integration:

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| No. | Specific Outcomes | Resources & Materials | Instructional Strategies | Assessment | | Procedures | Duration |
| Strategy | Tool |
| 1  2 | It is expected that students will   * use pictures to make guesses about different heroes * develop strategies of active listening to confirm   meaning in authentic descriptions of heroes   * use context to guess the meaning of new words * participate in a group discussion about heroes and   their qualities | * Student’s Book pages 22–23 * Dictionaries * Glossary – Activity Book page 67 * Cassette * Activity Book: Module 3 – page 19 | Direct teaching  Pair work  Group work | -  Performance based  assessment  -  Observation  Questions and answers | * Chick list * Rating scale | -Teacher reads the questions with the students.   * teacher asks the students to describe who or what they can see in the picture   Teacher read the rubric to the class and make sure, first of all, that students understand what the word ‘hero’means.  -Teacher plays the cassette and asks students to pay attention to the characteristics of each person being described to see which description of ‘hero’ matches them best.   * Students **Read the words in the box Try to guess their meanings.** Ex2page 23 * teacher Plays the cassette a second time and Tells students that this time, they’re listening to see which adjectives from exercise 2 describe   each person.  -students read the rubric and make sure they understand the instructions   * students do exercise 1 page 17 | 5  5  10  5  5  5  5 |
| Day | Section | Period | Fulfilled | Homework |  | | |
| & |  |  | Outcomes |  |
| Date |  |  |  |  |
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Reflection :

1. I feel satisfied with ……………………………………
2. Challenges that faced me ……………………………

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1. Suggestion for improvement ………………………..

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prepared by : School principle Date :……………….. Signature :

**Lesson Plan** Page No ( 2 )

Class / Level : 8th grade module title : What’s a hero?

Number of Classes : 2 unit title : A true hero

Date: from ………………………

Previous Learning Vertical Integration: Horizontal Integration:

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| No. | Specific Outcomes | Resources &  Materials | Instructional  Strategies | Assessment | | Procedures | Duration |
| Strategy | Tool |
| 1  2 | It is expected that students will develop reading strategies to understand an authentic informational article   * use context to guess the meaning of new words * use dictionaries and glossaries to confirm word   meaning and clarify meaning | * Student’s Book pages 24–26 * Dictionaries * Glossary – Activity Book page 67 * Cassette * Activity Book: Module 3 – pages 20–21 | Direct teaching  Pair work | -  Performance based  assessment  -  Observation | * Chick list * Rating scale | -Teacher reads the rubric and asks students to answer the questions in pairs, Asks them to think of several possible answers for each question.  Teacher reads the title of the article to the class. Ask: What does ’seven-year-old’ refer to? What does the word ‘family’ refer to?   * students read the Reading Strategies box * the students skim through the article first to write the headline as a full sentence in their notebooks   The students work in pairs and answer whether the sentences are true or false and to explain why.  -The class Hold a class discussion about the facts in the article.  Students read the words in the box and guess their meanings  Students listen to the cassette and write the definition of each word using the  dictionaries | 10  10  5  10  10  15  10  10 |
| Day &  Date | Section | Period | Fulfilled Outcomes | Homework |  | | |
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|  |  |  |  |  |
|  |  |  |  |  |

Reflection :

I feel satisfied with ……………………………………

Challenges that faced me ……………………………

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3-Suggestion for improvement

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| Class / Level : 12th grade Number of Classes : 2 | | **Lesson Plan** | | | | Page No ( 3 )  module title : What’s a hero?  unit title : A true hero | | |
| Date: from ……………………… | |  | | | |  | | |
| Previous Learning | | Vertical Integration: | | | | Horizontal Integration: | | |
| No. | | Specific Outcomes | | Resources & Materials | Instructional Strategies | Assessment | | | Procedures | | Duration |
| Strategy | | Tool |
| 1  2 | | It is expected that students will   * differentiate between the uses of the Past Continuous   and the Past Simple tenses   * role play a situation to offer solutions * use connecting words (*This morning, next, in the end*   *…*) to help comprehension of the listener when presenting information | | Student’s Book pages 24–26•  worksheet Activity Book: Module 3 –  pages 20–21 | Direct teaching Group work Pair work | -  Performance based  assessment  -  Observation | | * Chick list * Rating scale | Teacher ensures students understand the difference between the Past Simple and Past Continuous  Teacher asks two students to come up to the board. Tells them to write the name of one of their favourite heroes   * Then, say Five seconds ago, they were writing their heroes’names on the board. Ask students which sentence indicates something that happened and ended in the past (the first sentence) and which one describes something   as it was happening I the past (the second sentence).   * students work in pairs to complete the activity in exercise1 page 24 * students work in pairs to complete the activity. * Students should be able to identify the Past Simple and the PastContinuous.(ex3page25 * Read the rubric and explain to students that they need to write a sentence for each of the clues given beneath the picture. * Remind them that they must use the Past Simple or the Past Continuous tense. | | 10  5  5  10  15  10  5 |
|  | | | | | | | | | * Students should work alone to fill in the gaps using the correct form of the verbs in brackets. Page 26, Exercise 5   Students do exercise 3 and 4 in their AB page 20 and 21 | | 10  10 |
| Day | | Section | | Period | Fulfilled | Homework | |  | | | |
| & | |  | |  | Outcomes |  | |
| Date | |  | |  |  |  | |
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Reflection :

1. I feel satisfied with ……………………………………
2. Challenges that faced me ……………………………

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|  | |  | | | 3- Suggestion for improvement ……………………….. | | | |
| **Lesson Plan** | | | Page No ( 4 ) | | | |
| Class / Level : 12th grade Number of Classes : 3  Date: from ………………………  Previous Learning | | Vertical Integration: | | | module title : What’s a hero?  unit title : A compassionate hero  Horizontal Integration: | | | |
| No. | | Specific Outcomes | | Resources & Materials | Instructional Strategies | | Assessment | | Procedures | | Duration |
| Strategy | Tool |
| 1  2 | | It is expected that students will  -To use a picture to express an opinion   * To use context to guess the meaning of new words * - use dictionaries and glossaries to confi rm word   meaning and clarify meaning   * interpret an article to make inferences about Rufaida Al Aslamiya’s qualities | | * Student’s Book pages 27–29 * Dictionaries * Glossary – Activity Book page 67 * Cassette * Activity Book: Module 3 – page 227 | Direct teaching  Pair work  Group work | | -  Performance based  assessment  -  Observation | * Chick list * Rating scale | Teacher asks students to consider the questions and discuss their ideas with a partner   * teacher Plays the cassette, pausing after each sentence to give students time to guess meanings and allows them to use a dictionary or the glossary if they are unsure of any of the meanings. * Students read the meaning and then find the correct word. * students read the article about Rufaida Al Aslamiya in pairs. They should then discuss   whether any adjectives from page 23, exercise 3 could be used to describe her.  Students work in pairs so that they can help | | - 5  10  10  10  10  10  10  15  10  10  10  10 |
|  | | - participate in a group discussion to | |  |  | |  |  | each other to answer the questions. | |
|  | | express an opinion | |  |  | |  |  | - Students look at underlined words in the  paragraph in ex4 page 24 and decide whether | |
|  | |  | |  |  | |  |  | they are nouns verb s or adjectives | |
|  | |  | |  |  | |  |  | - teacher plays the cassette and tells students to | |
|  | |  | |  |  | |  |  | fill in the gaps with the new information. | |
|  | |  | |  |  | |  |  | - students form groups. Members should | |
|  | |  | |  |  | |  |  | compare their answers and come to an | |
|  | |  | |  |  | |  |  | agreement about what they think the correct | |
|  | |  | |  |  | |  |  | answer is.ex6 p25 | |
|  | |  | |  |  | |  |  | - teacher puts students in pairs to read the rubric | |
|  | |  | |  |  | |  |  | and discuss each of the questions 2x7 p25 | |
| Day | | Section | | Period | Fulfilled | | Homework |  | | | |
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Reflection :

1. I feel satisfied with ……………………………………
2. Challenges that faced me ……………………………

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3- Suggestion for improvement ………………………..

prepared by : School principle Date :……………….. Signature :

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| Class / Level : 12th grade Number of Classes : 2 | **Lesson Plan** | Page No (6 )  module title : What’s a hero?  unit title : Communication Workshop Writing a story |
| Previous Learning | Date: from ………………………  Vertical Integration: | Horizontal Integration: |

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| No. | Specific Outcomes | Resources & Materials | Instructional Strategies | Assessment | | Procedures | Duration |
| Strategy | Tool |
| 1  2 | It is expected that students will   * skim and scan an article about a hero to identify   information   * outline a sequence of events in a story * To write a rescue story for a newspaper * read sentences clearly, correctly and fl uently | Student’s Book page 30   * Activity Book: Module 3 – pages 23–25 | Direct teaching  Pair work  Group work | -  Performance based  assessment  -  Observation | * Chick list * Rating scale | * Teacher ask your students to read the newspaper article and work in pairs to check any vocabulary they are uncertain of * the class have a discussion about whether Robert is a true hero or not.   -After reading the rubric students should think about which question each paragraph is  answering.  -Using the story in their Student’s  Books as a guide, they will work in groups and write their own rescue story.   * students use their plans to begin writing their stories. * Each group member should read their stories aloud to the rest of the group * When students have read their stories, the teacher tells the groups to have a discussion   about the best bits in each story and, eventually, which story/stories was/ were the best. | - 10  10  5  5  5  5 |
| Day & Dat e | Section | Period | Fulfilled Outcomes | Homework |  | | |
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Reflection :

1- I feel satisfied with ……………………………………

2- Challenges that faced me ……………………………

3- Suggestion for improvement ………………………..

Prepared by: School principle Date :……………….. Signature :

Supervisor Date : Signature :

**Lesson Plan** Page No ( 7 )

Class / Level : 8th grade module title : What’s a hero?

Number of Classes : 1 unit title : Language Development

Date: from ………………………

Previous Learning Vertical Integration: Horizontal Integration:

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| No. | Specific Outcomes | Resources & Materials | Instructional Strategies | Assessment | | Procedures | Duration |
| Strategy | Tool |
| 1  2 | It is expected that students will   * use sentences in the Past Simple and the Past   Continuous tenses   * identify words from definition to complete a   crossword puzzle | Student’s Book pages 31–32   * Cassette * Activity Book: Module 3 – pages 26–27 | Direct teaching  Pair work  Group work | -  Performance based  assessment  -  Observation | * Chick list * Rating scale | -The teacher starts the lesson by having students present their newspaper front pages (from page 25 of the Activity Book).   * Teacher reads the task aloud and clarifies any doubts then asks students to work individually. * Teacher plays the cassette and tell students to check their own answers individually * Students read the rubric and make sure they understand that they have to reorder the words to make sentences. * In pairs, students answer the questions on the dialogue, EX 2 P30 * Students work in twos or threes to read the rubric and complete the exercise 5 PAGE 31 * Students read all the clues before starting to write their answers in the grid.( cross puzzle ) p31 * Students complete all the exercises on page 26 | - 10  10  5  5  5  5 |
|  |  |  |  |  |  | individually or in pairs. |  |
| Da y & | Section | Period | Fulfilled Outcomes | Homework |  | | |
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Reflection :

1. I feel satisfied with ……………………………………
2. Challenges that faced me ……………………………

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3- Suggestion for improvement ………………………..

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prepared by : School principle Date :… Signature :

**Lesson Plan** Page No ( 8)

Class / Level : 8th grade module title : What’s a hero?

Number of Classes : 1 unit title Project Heroes’ corridors

Date: from ………………………

Previous Learning Vertical Integration: Horizontal Integration:

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| No. | Specific Outcomes | Resources & Materials | Instructional Strategies | Assessment | | Procedures | Duration |
| Strategy | Tool |
| 1  2 | It is expected that students will   * participate in a group discussion to decide on a hero * write notes to explain the choice of a hero * use sentences to communicate with the class clearly   and effectively   * take part in a well-prepared authentic presentation to   the class | * Student’s Book page 33 * Construction paper, coloured paper, cardboard, scissors, marker pens, a glue stick and sticky tape | Direct teaching  Pair work  Group work | -  Performance based  assessment  -  Observation | * Chick list * Rating scale | -The teacher prepares all the materials students will need in order to complete the Project.  Make sure there is enough for each group.   * The teacher reads out the explanation of the task and tells students that this is supposed to be a fun activity to celebrate the heroes and heroines they have heard of. * Students should have a discussion in order to decide which heroes they are going to focus on. * Each group should take notes explaining their choices. * the teacher asks one or two representatives from each group to explain their group’s   choices and have a class discussion.   * the teacher Then, tells students they can begin making their signs and murals. | 10  10  5  5  5  5 |
| Day | Section | Period | Fulfilled | Homework |  | | |
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Reflection :

1. I feel satisfied with ……………………………………
2. Challenges that faced me ……………………………

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3- Suggestion for improvement ………………………..

**Lesson Plan** Page No ( 9 )

Class / Level : 8th grade module title : What’s a hero?

Number of Classes : 2 unit title : I now know revision 1-3

Date: from ………………………

Previous Learning Vertical Integration: Horizontal Integration:

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| No. | Specific Outcomes | Resources & Materials | Instructional Strategies | Assessment | | Procedures | Duration |
| Strategy | Tool |
| 1  2 | It is expected that students will To use vocabulary relating to heroism and different cultures   * To review the grammar learnt in Modules 1–3 | * Student’s Book pages 34–35 * Activity Book: I now know …   – pages 28–29 | Direct teaching  Pair work  Group work | -  Performance based  assessment  -  Observation | * Chick list * Rating scale | -The teacher gives students time to go over their notes and the pages of Modules 1–3 in pairs   * the teacher begins the revision of the Past Simple, Present Simple and Present Continuous by asking questions about the different points of Modules 1–3. * the teacher read the instructions and asks students to begin by finding the correct form of the verbs in brackets. They should keep each sentence in mind for the next part of the activity.(ex1 page 35) * the teacher draws the table for this exercise on the board and make sure students understand the task, Gives them enough time to complete the activity in pairs. ( ex 2 page 35) * the teacher asks students to use the table from exercise 2 to write meaningful sentences which are recognisably based on either facts or opinions.( ex 3 page 35)   -The teacher reads the rubric and tells students that they must work individually to describe their superhero in one paragraph using some of the adjectives from Module 3   * Students work in pairs to complete the activity. They should take it in turns to ask questions about their partner’s hero. * the grid contains 10 words from   Modules 1–3. Students should circle each of the words as they find them and then write them down. | - 10  10  10  10  10  10  10  10 |
| Day | Section | Period | Fulfilled | Homework |  | | |
| & |  |  | Outcomes |  |
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Reflection :

1. I feel satisfied with ……………………………………
2. Challenges that faced me ……………………………

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3- Suggestion for improvement ………………………..